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ABSTRACT

Produced as part of a formal library review process, this publication reports the results of a 1981 survey of approximately 1000 undergraduates, postgraduates, and academic staff at the Australian National University (ANU) to determine their use of and satisfaction with facilities, materials, and services provided by ANU's library system. A high survey response rate is noted, and the sociodemographic characteristics of respondents and their amount of library usage are given. Further results are reported for respondents' use of and views toward the library subject catalog; reasons for using the services of readers' advisers and reference librarians; preference for types of material which could be microformed; preference for types of media communicating information about the library and use of the library; opinions of the adequacy of library holdings; level of satisfaction with the library; and perceptions of any library limitations or difficulties. A brief review of the findings, some concluding comments, and 31 tables of data are provided. Appendices comprise samples of the undergraduate, postgraduate, and academic staff questionnaires. (Author/ESR)

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USE AND PERCEPTION OF AN ACADEMIC LIBRARY

A Survey at the Australian National University

Fiona Wood

CANBERRA, AUSTRALIAN NATIONAL UNIVERSITY, 1982

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Fiona Wood
June 1982

PREFACE

University reviews and analyses have become more frequent in the last decade as budgetary constraints have increasingly impinged on institutional priorities. Within universities the question of reviewing libraries has resulted from the need to obtain maximum benefit from existing resources and also from particular management crises that have occurred in individual institutions. Of the latter reviews a number have been conducted in both the United States and Australia in recent years although the results are rarely published but instead tend to flourish temporarily on the library grapevine.[1] The usual indicator that such assessments have taken place are general surveys produced in the professional literature such as the now famous article by Arthur McAnally and Robert Downs, which indicated in clear terms the pressures affecting the top management in American university libraries and the consequent "job insecurity".[2]

Often the Library, however, will initiate the process of review. The Librarian may well be aware on the one hand of the lack of knowledge of the Library by the relevant administrators. One facet of this is known as the "bottomless pit" syndrome, whereby the Library is seen to be an inexhaustible consumer of funds and whose requirements can never easily be fitted into a finite budgetary

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1. There are occasional exceptions, e.g. "Georgia University ousts its director." Library Journal, 103: 921-922, 1978.
2. A.M. McAnally and R.B. Downs. "The changing role of directors of university libraries." College and Research Libraries, 32: 103-125, 1973.

strategy. There is a consequent requirement for the University Librarian to establish effective channels of communication to the administrative headquarters of his or her particular institution.[3] To do this the University Librarian must keep abreast of changing circumstances. Thus, Duane E. Webster has written -

> The single most important challenge facing the academic library manager is securing constructive change and improvement in library performance. Any organisation must grow and develop in order to successfully accommodate a changing environment and libraries are no exception. If libraries are to succeed as active partners in the instructional and research programmes of universities, they must be sensitive to changing conditions both within their internal structure and in the external environment.[4]

Quite a number of larger university libraries in the United States have participated in the Management Review and Analysis Program (MRAP) and the result of the initial surveys has been documented.[5]

In Britain there would seem to have been less public self analysis of university libraries, with the British Library Research and Development grants often surveying across the board activities rather than specific entities. This therefore may be a contributory factor to the sometimes voiced criticism of the practical value for money

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3. R. Munn. "The bottomless pit: or the academic library as viewed from the administration building." College and Research Libraries, 29: 51-54, 1968.
4. D.E. Webster, "Managing the college and university library" in M. Boaz (ed.) Current concepts in library management. Libraries Unlimited, Littleton, Col., 1979, p. 83.
5. E.R. Johnson and Stuart H. Mann. Organization development for academic libraries. Greenwood Press, Westport, Conn., 1980.

resulting from these R and D awards.

In Australia in recent years there has been a small number of internal reviews and two major public reviews, namely, the Report of the Select Committee on the future development of the Barr Smith Library (Adelaide) 1979 and the Report to Senate on the role and funding needs of the Auchmuty Library (Newcastle) 1977. Both these major reviews were noted in the preparation of the review at the ANU.

The Australian National University has been undertaking reviews of its operations from the mid 1970s onwards. It was felt on the appointment of a new Librarian in 1980 that the time was propitious for an evaluation of the ANU Library. The following terms of reference were promulgated -

> To examine the following matters relating to the University Library:
>
> - the objectives of the Library and the appropriateness of the existing components of the Library structure and stock for the realisation of those objectives,
> - selection and relegation policies, and the problem of future storage,
> - automation : policies and future developments,
> - cooperative inter-library relationships and networks,
> - usage of individual library services,
> - user perceptions of the library services,
> - staff and staff development.
>
> To make recommendations on particular matters if it sees fit, and to advise on particular studies which may be commissioned in the future.

The Committee for the review of the ANU Library comprised the following -

Professor I.G. Ross (Chairman), Deputy Vice-Chancellor, ANU

Emeritus Professor D.J. Carr (formerly of the Research School of Biological Sciences, ANU)

Mr J. Dalton, President, ANU Students Association

Professor C.I.E. Donaldson, Director, Humanities Research Centre, ANU

Mr P.J. Judge, Officer-in-Charge, CILES, CSIRO, Canberra

Mr R.R. Landford, Director, Computer Services, ANU

Professor K.J. Le Couteur, Research School of Physical Sciences, ANU

Mr N. Stockdale, Librarian, Flinders University of South Australia.

The Committee thus constituted a cross-section of senior academics from within the Institute and the Faculties of the ANU and of relevant professionals from outside the ANU Library system. The presence of the University Librarian on the Review Committee indicated a basically constructive philosophy and the need to provide readily accessible background information to the Committee.

The ANU Library Review was not as extensive in its time span or in the commissioning of research studies as would have been ideally required. Nevertheless, guidelines have been set for the 1980s and for the first time a fairly comprehensive use picture, as

documented in this study, exists which will stimulate more detailed analysis, as well as assisting those in other libraries where commonality of issues occur.

Colin Steele
University Librarian

1. INTRODUCTION

The considerable economic strains being experienced in Australian tertiary institutions have increased the pressures on libraries to document both operational efficiency and optimal allocation of resources. Although effectiveness for most such libraries is determined by their educative function in supporting teaching and research, traditional performance measures tend to reflect a concern with varying aspects of the library's collections. These measures have included the holdings of serials and monographs; circulation statistics; the number of staff, services and facilities; the type of patron and the speed of document delivery.[1] To determine, however, the adequacy of available materials and services for the intended user the library must be able to assemble data concerning how its operations affect reactions within the university community.[2] The traditional performance criteria referred to above will at best provide only a limited understanding of this concern. Therefore, any assessment of the library in terms of use of particular collections or services; information requirements; attitudes to policies; satisfaction and areas of dissatisfaction, must be based on formal studies which involve direct contact with the university community.[3]

During 1981 such an assessment was undertaken at the Australian National University as part of a formal review of the Library system. This report is essentially concerned with describing the results of that investigation. Section 1 provides background information on

the types of "user" studies cited in the professional literature which have been conducted as part of critical examinations of libraries and their services. A brief discussion of the major methodological alternatives available for these studies is also included. Background information to the ANU Library system is given in Section 2 and should be used in interpreting the study's findings. This Section also details the survey objectives and methodology. Sections 3 to 8 present the study's findings. These findings are divided into the following broad areas for examination:- sociodemographic details of respondents and the type and number of libraries used both within and outside the University; use of and attitudes towards Library materials, services and facilities; the type of media considered most effective in communicating library information to the University community; the scope and nature of difficulties experienced in using the Library system; levels of satisfaction with Library support for research, teaching or studies and any other comments volunteered by respondents to describe their Library usage. An overall summary and conclusion is given in Section 9.

1.1 User studies

It is generally agreed in the literature that well-conducted user studies provide background information and a basis for rational decision making and policy formulation.[4] Furthermore, the introduction of appropriate performance measures can avoid the problems which often occur when evaluation techniques designed for organisations other than libraries are introduced by those

responsible for determining the library's budget. Also such measures remove the risks associated with attaching credence to unsolicited comments from patrons concerning the library's operations.

While a considerable amount of research has been conducted on information use and behaviour[5], the theoretical and methodological components have been widely criticised.[6] For example, many of the early studies are characterised by the use of a variety of methodologies and differences in the scope, purposes and parameters chosen for investigation. Inadequate sampling procedures, poor conceptualisation of the research problem, few tests of reliability and only limited efforts to build on past research have been further criticisms. Also, some studies concerned with the nature of library use have tended to underestimate the influence of other channels of communication on the individual's final choice of an information source.[7] Related to this is the lack of distinction between actual and potential users. This distinction is important as the respondent when assessing the library does so within a "broad, individually variable and open-ended frame of reference".[8] Consequently, what may be important in satisfying the information requirement of one respondent may be peripheral to another.[9] Therefore, studies which have focussed solely on actual users do not adequately reflect the basic services of the library as they affect both users and non-users, nor can they provide an understanding of the variability of patterns of use of different information sources. Given such limitations, it has

been difficult to draw general conclusions from many early user studies or make any serious comparison of findings.

Methodological improvements have been evidenced in recent research, but the basic problems associated with formulating adequate operational definitions still remain.[10] Efforts to define such concepts as information "needs" and "wants" have proved particularly frustrating. In addition, it is still difficult for many researchers to undertake studies that focus on other than the individual attributes of the subject.[11] This will probably remain a long-term limitation as the resources required to develop, for example, a systems model of information behaviour cannot be committed from most existing library budgets.

Despite the theoretical problems associated with user studies, a number of factors have been identified as influencing the perceived relevance and use of different information channels. These include the cultural and political systems of the individual;[12] the volume of information the individual is exposed to;[13] the growing interrelatedness of subject disciplines;[14] the rapid changes in current modes of information transfer; access to invisible colleges;[15] the institutional environment; awareness of existing facilities or material;[16] previous experience with different information sources[17] and the perceived accessibility of an information resource in terms of the amount of physical or psychological effort required.[18]

1.2 Methodological alternatives for user studies

The selection of research methods will depend on the nature of the research problem and considerations such as the time and financial support available; type of information required; the quality of data yielded by each method and their anticipated response rates and the different demands of the various techniques in terms of the number and experience of staff required to apply them. Extensive descriptions of the methods which can be incorporated in user studies are available in the literature. Only a brief commentary on the characteristics of the major research techniques will be provided here. These techniques include examining existing data, observation, diaries and the survey questionnaire and interview.

1.2.1 Examining existing data

A great deal of library data exist which are not dependent on the direct interaction of the researcher with the user. These data include circulation records, details of reference inquiries, statistical reports etc. and are of potential use in providing background information to particular research problems. Such records, however, are primarily descriptive and will provide only a limited understanding of the actual user. For example, circulation statistics will not show how useful an item borrowed was or why it was borrowed. Also problems can result when the population the researcher wishes to study is not adequately covered by the records. If the primary interest of the project is with identifying satisfaction levels or

testing opinions about the library's operations, other methods have to be used.

1.2.2 Observation

Observation is most appropriate when the actual behaviour is the main concern rather than the subject's attitudes, opinions, etc. The potential value of this method is as a basis for developing a theoretical exploration of behaviour rather than for testing and verifying hypotheses. The main disadvantages are that data can only be recorded when the subject is actually being observed and only a limited number of events can be studied at any one time. Determining the accuracy of the observation data may also be difficult and some uncertainty can result in the methods of interpretation and inferences made from the resulting data.

1.2.3 Diaries

This method entails systematic self-observation by the subject. It is assumed that by asking participants to complete a diary of their activities it may be possible to identify, for example, how they find information and what proportion of their time is devoted to different information activities. In practice, it is difficult to extend the method to a large number of users or control either the consistency with which entries are made or the interest of the participants in observing their behaviour. Personal documents are basically of the most use when unsolicited, which means that they are more appropriate in gaining insights into particular individuals than a particular population. Also, a potential source of bias can be introduced by this method through the "Hawthorne

effect" i.e. the effect whereby an act of observation may influence the subsequent behaviour to be observed.

1.2.4 The survey: questionnaire and interview

The main characteristics of the survey are that it is based on a representative sample of a population, responses are obtained directly from participants and the results are used to make inferences about the total population. As the survey can cover large geographic areas and many respondents, it has been one of the more frequently used methods of data collection in social research. Its main disadvantage is that every stage of the survey operations is a potential source of error. Apart from sampling errors which are normally the smallest error components, inaccuracies may occur in interviewing, questionnaire design, editing, coding, tabulating and analysis.[19] The two main types of the survey are the questionnaire (where respondents record their answers on forms) and the interview (where responses are recorded by intermediaries).

Questionnaires

The most frequently used questionnaires in surveys are either self-administered (e.g. the mail questionnaire) or guided (i.e. a questionnaire which is administered via an intermediary). The main advantages of this technique are that it is usually the only feasible way of surveying a large geographically scattered population; it is normally cheaper to administer than other methods; it provides an opportunity for respondents to give candid, anonymous answers and it can be completed at the respondent's convenience.

The questionnaire is, however, a fairly inflexible technique and its limitations include the following - it is only appropriate where the questions are sufficiently simple and straightforward to be understood with the help of printed instructions and definitions; it is difficult to probe or clarify respondents' replies; verification of the accuracy of responses is problematical; the non-response rate is usually high and as it is always possible that the non-respondents differ significantly from the respondents, estimates based on the latter are prone to bias; there is no way of knowing the framework within which respondents answer the questionnaire and finally, the questionnaire is an inappropriate technique to use where the views of respondents only are required, uninfluenced by discussions with others.

However, due to such considerations as time and cost, questionnaires are often the only feasible technique available to researchers.

Interviews

Interviews are frequently capable of reducing much of the uncertainty associated with questionnaires. The main advantages of this technique are that it usually has a more satisfactory response rate than other methods; the interviewer has more control over respondents than questionnaires because by persistence an interviewer can reduce the non-response rate; in-depth questions can be asked; the interviewer can gauge the context in which the respondent replies and any ambiguities in the questions can be explained as they occur.

The major limitation of the interview is that it is normally much more expensive than other techniques. Specifically, there are direct costs of training and employing interviewers as well as costs involved in the actual locating of respondents. The interview is therefore less useful than the questionnaire in surveying a large, geographically scattered population. However, given the reasonable response rates and the quality of data that can result using the interview, this method is usually favoured by researchers. An option which has become increasingly used is the broad distribution of a questionnaire followed by selective interviews.

2. THE ANU LIBRARY USE SURVEY

Although statistical data of various kinds have traditionally been collected by Australian university libraries, few have developed the necessary research programmes to allow for more sophisticated levels of analyses. This is in part a result of the rapid expansion during the late 60s and early 70s in tertiary institutions, during which libraries became accustomed to buying their way out of problems rather than analyzing their operations in a zero-based budgeting formula. In addition, Australian libraries, most of which are not major libraries in an international sense, have no major network to rely upon in times of economic difficulties or to provide a basis for some of their standards. For example, there is no equivalent to the British Library to stimulate and support library and information research. Also there are no organizations similar to the philanthropic foundations of

northern America from which financial support can be obtained. Consequently, most university libraries have been restricted to undertaking simple, descriptive studies which have limited managerial implications.

Although originally established as a research institution, the Australian National University extended its operations through amalgamation with the Canberra University College in 1960 to include the teaching of undergraduate studies. Since this time the University has operated with two principal interrelated parts: the Institute of Advanced Studies and The Faculties. The Institute of Advanced Studies has seven large Research Schools: Biological Sciences, Chemistry, Earth Sciences, the John Curtin School of Medical Research, Pacific Studies, Physical Sciences and Social Sciences. There are no undergraduate students in these Research Schools and most of the postgraduate students are studying for the degree of Doctor of Philosophy. Many of these students are graduates from overseas institutions.

The Faculties supports both undergraduate and postgraduate studies. Facilities are also provided for research. In all there are five Faculties: Arts, Asian Studies, Economics, Law and Science. The University also has a number of multi-disciplinary research centres and units, such as the Centre for Resource and Environmental Studies, the Humanities Research Centre and the North Australia Research Unit. Multidisciplinary units exist within some Research Schools and interdisciplinary courses are offered to undergraduates.

collections within the University which are not supported by University Library funds or operated by University Library staff or other government/ public libraries;

- to provide an indication of the number of respondents who do not use the ANU Library system and to identify possible reasons for this non-use;
- to investigate satisfaction of respondents with the Library's services, resources and facilities;
- to determine what sources respondents consider to be the most effective in communicating information about the Library to the University community;
- to examine how Library personnel are used to assist respondents in their use of the Library;
- to obtain any additional information from respondents which might assist in explaining use and non-use of the Library system.

2.2 Methodology

The study was primarily exploratory in nature and was conducted as a pilot survey. This strategy allowed additional information to be obtained on the adequacy of the sampling frame; the suitability of the method of data collection; key variables related to use and satisfaction with the Library and the adequacy of the questionnaire in terms of clarity of questions asked and the efficiency of the layout.

2.2.1 Sampling frame

University records were used to obtain the information necessary to select the survey sample. Student Administration provided an alphabetical listing of undergraduates which indicated their term address, degree enrolled in and their part-time/ full-time status. Similar information for academic staff was provided by the University's

The University Library is a decentralized system with three major buildings, a law library and seven branch libraries serving specialised subject areas in the sciences. The location of the libraries appears at times to be illogical but in fact reflects the changes in the structure and role of the University referred to above. During 1981 the Library held 1.1 million volumes, which places it approximately on the same level in holdings with the University libraries of Queensland, Melbourne, Adelaide, Monash and New South Wales. In the same year the Library served 4,477 undergraduate degree enrolment students as well as 1,175 post-graduates and 973 full-time academic staff.

As part of the 1981 Review of the ANU Library system a survey was conducted to investigate use and satisfaction with specific library facilities, materials and services by the University community. The survey was designed to canvass the views of the Library's main clientele - academic staff, postgraduate and undergraduate students. Comments from other groups such as general staff were obtained through individual submissions sent to the Review Committee. The approach used in the survey to assess library satisfaction could also be applicable to academic libraries at other Australian institutions irrespective of size or type.

2.1 Objectives

The objectives of the survey were as follows:

- to identify what libraries respondents use to satisfy their information requirements, distinguishing between whether these are ANU library buildings, departmental

Statistical Officer. All records were as of July 1981.

2.2.2 Sample selection

The exploratory nature of the research project and the time and resources which could be allocated influenced the final selection of the sample design. The sample size was estimated on the requirement for a 90% confidence interval for a sample proportion of $\pm$ 5% assuming a response rate of 70% of the selected sample.[20] Given the higher response rates achieved in each group (Table 1) the reported percentages are at least this precise. The resulting sampling fractions were 1 in 12 for undergraduates (excluding non-degree non-enrolment students), 1 in 4 postgraduates and 1 in 3 for academic staff (excluding research officers and research assistants). The final 361 undergraduates, 298 postgraduates and 313 academic staff were systematically selected from University records. A mail questionnaire, (Appendix I), consisting of a combination of fixed-choice and open-ended questions was used to collect the required data. The questionnaire was divided into the broad areas identified on pp. 1-2. A covering letter inviting respondents to participate in the survey was attached to each questionnaire.

Each questionnaire had a coded ID number for confidentiality purposes and for determining which members of each group would have to be included in any follow-up procedures.

2.2.3 Survey period

Questionnaires were mailed to each group on 30 July 1981. A return date was set as the 21 August 1981 which allowed approximately three

weeks for the completion of the questionnaire. To encourage undergraduates to return their forms to the Library a stamped addressed envelope was enclosed with each questionnaire. Postgraduate students and academic staff were requested to send their returns to the Library through the University's internal mail system.

2.2.4 Follow-up procedures

Non-respondents were sent second copies of the questionnaire and the original covering letter with a short reminder note. As there were problems with mail services during the survey all postgraduate non-respondents were sent questionnaires at their departmental rather than at their home addresses.

2.2.5 Editing procedures

Completed questionnaires were checked and where necessary, replies were edited before being processed. Editing included for the most part providing socio-demographic information which respondents had not completed on their returns, for example, full-time/part-time degree status, degree enrolled in, departmental affiliation etc. This information was obtained from the University records used to select the original sample. Additional modifications to some of the coding were also made as a result of checking the questionnaires.

3. DATA ANALYSIS

The responses to the survey are presented in the approximate order of the items listed on the questionnaire. For crossreferencing purposes, the resulting data from each group are considered in conjunction.

3.1 Sample response

Table 1 shows the sample response rate for each group. Questionnaires were accepted for data analysis up until the end of September in order to obtain the required response rate for each group.

TABLE 1: Sample response rate

		Undergraduates	Postgraduates	Academics
(i)	number of questionnaires sent in first mail-out	361	298	313
(ii)	number returned by due date	220	148	237
(iii)	number sent out in follow-up	143	150	93
(iv)	number returned	50	76	26
(v)	total number of inactives+	9	24	5
(vi)	total number returned excluding inactives (ii+iv-v)	261	200	258
(vii)	response rate vi/(i-v)*100	261/352*100 74.14%	200/274*100 73.0%	258/308*100 83.7%

+ Inactives were defined as follows:

Undergraduate students - those selected in the sample who were no longer enrolled, or students who could not be located at the address provided by University records (this was established by the return of the questionnaire to the Library by the General Post Office).

Postgraduate students - those selected in the sample who had completed their degree; who were no longer enrolled; who were undertaking field work either outside Canberra or Australia or who could not be located at the address provided by University records.

Academic staff - those selected in the sample who could not be located at the address provided by University records or who were not in Canberra during the survey.

It is probable that a higher number of "inactives" were represented in the non-response figures than could be established by the survey. Consequently the reported response rates are more conservative than the rates that would have been calculated if all "inactives" in the survey could have been identified. However, the final figures are unusually high for a study based on a mail-questionnaire and are probably suggestive of the importance of the Library system for the University community. Also as the results can be considered reliable, the Library can use the study as a basis for adjustments in the services now offered and for further examinations of problem areas identified through this exercise.

3.2 Sociodemographic characteristics of respondents

The background information provided below was used to identify key social characteristics of respondents which could be cross-tabulated with responses in the sections of the survey concerning attitudes and

perceptions.

3.2.1 Undergraduate student response

Table 2 shows the distribution by degree enrolled in of the sample, the returns and the population. The proportions in the sample and the returns are fairly consistent with those of the total population. Arts students constituted 40.2% of returns, followed by 19.2% for science students and 13.4% for economics students. These three groups accounted for just over 70% of all returns.

TABLE 2: Undergraduate sample, returns and population by degree enrolled in

	Sample		Returns		Population	
Degree	No.	%	No.	%	No.	%
Arts	155	43.0	105	40.2	1787	41.0
Arts/Law	15	4.2	12	4.6	272	6.2
Law	3	0.8	2	0.7	58	1.3
Grad. Law	13	3.6	12	4.6	99	2.2
Economics	46	12.7	35	13.4	664	15.2
Asian Studies	15	4.2	13	5.0	186	4.3
Science	74	20.5	50	19.2	828	19.0
Science (Forestry)	15	4.2	13	5.0	203	4.7
Economics/Law	11	3.0	8	3.1	147	3.4
Law/Asian Studies	4	1.1	2	0.8	19	0.4
Economics/Science	4	1.1	3	1.1	37	0.8
Economics/Science (Forestry)	0	0.0	0	0.0	4	0.1
Economics/Asian Studies	2	0.5	3	1.1	34	0.8
Science/Law	4	1.1	3	1.1	26	0.6
Total	361	100.0	261	100.0	4364*	100.0

* This figure excludes 304 non-degree enrolments

81% (211) of respondents were enrolled at Pass degree level and 19% (50) at Honours. Nearly two-thirds (63.2%) of the undergraduates were full-time students and one-third (36.8%) part-time. Relatively few respondents (10%) were "mature age students".

The following table shows that approximately 50% of respondents were in either their first or second year at the ANU.

TABLE 3: Total number of years enrolled at ANU

Years	No.	%	Cumul.Freq.(%)
1	67	26.3	26.3
2	60	28.5	49.8
3	56	22.0	71.8
4	32	12.5	81.3
5	20	7.8	92.2
6	9	3.5	95.7
7	1	0.4	96.1
8	6	2.4	98.4
9	2	0.8	99.2
10	2	0.8	100.0
TOTAL	255	100.0	

Mean	2.86	Median 2.50	Variance 3.35
Mode	1.00	Std dev 1.83	Min 1.0 Max 10.0
Valid cases	255	Missing cases 6	

3.2.2 Postgraduate student response

Ph.D students while constituting 39.6% of the sample, represented almost 50% of the returns. Masters students accounted for 26.5% of returns and Litt.B. students 12.5% (see Table 4). All Schools,

Faculties and Centres were adequately represented in the post-graduate returns.

TABLE 4: Postgraduate, sample, returns and population by degree enrolled in

Degree	Sample		Returns		Population	
	No.	%	No.	%	No.	%
Ph.D	118	39.6	95	47.5	518	44.2
Masters	73	24.5	53	26.5	274	23.0
MAQ or MScQ	10	3.4	2	1.0	51	4.4
Postgrad. Dip.	38	12.8	19	9.5	133	11.4
Non-degree	7	2.3	2	1.0	29	2.5
Legal Workshop	10	3.4	4	2.0	31*	3.0
Litt.B.	42	14.0	25	12.5	135	11.5
Total	298	100.0	200	100.0	1171	100.0

* This figure excludes 30 students who completed this course in June 1981 - University records do not make this distinction.

A slightly higher proportion of full-time than part-time students replied to the questionnaire than were represented in the sample or total population.

TABLE 5: Sample, returns and population by full-time/part-time status

	Sample				Returns		Population	
	Active		Inactive					
	No.	%	No.	%	No.	%	No.	%
Full-time	173	63.0	14	58.0	145	72.5	761	65.0
Part-time	101	37.0	10	42.0	55	27.5	410	35.0
Total	274	100.0	24	100.0	200	100.0	1171	100.0

Table 6 indicates that just under 25% of postgraduates were actually enrolled in their first year as a student at the ANU.

TABLE 6: Total number of years enrolled at ANU

Years	No.	%	Cumul.Freq.(%)
1	47	23.6	23.6
2	37	18.6	42.2
3	28	14.1	56.3
4	21	10.6	66.8
5	20	10.1	76.9
6	14	7.0	83.9
7	14	7.0	91.0
8	10	5.0	96.0
9	2	1.0	97.0
10	1	0.5	97.5
11	4	2.0	99.5
15	1	0.5	100.0
Total	199	100.0	

Mean	3.70	Median	3.05	Variance	6.80
Mode	1.00	Std dev	2.60	Min. 1.0	Max.15.0
Valid cases	199	Missing cases	1		

3.2.3 Academic staff response

Research fellows constituted 20.2% of returns followed by senior lecturers (14.7%), lecturers and lecturing fellows (11.6%), professors (11.6%) and senior fellows (11.2%). Except for the last 3 categories the sample and returns are representative of the distribution of academics by position held in the total population.

TABLE 7: Academic staff by position held at the ANU

Position	Sample		Returns		Population	
	No.	%	No.	%	No.	%
Professor	39	12.46	30	11.6	99	10.18
Associate professor/ reader	24	7.67	18	7.0	66	6.78
Professorial fellow	13	4.15	12	4.7	53	5.45
Senior lecturer	48	15.34	38	14.7	129	13.26
Senior fellow	33	10.54	29	11.2	101	10.38
Lecturer/ lecturing fellow	31	9.9	30	11.6	97	9.97
Senior research fellow	18	5.75	10	3.9	43	4.37
Fellow	16	5.11	15	5.8	53	5.45
Research fellow	62	19.81	52	20.2	207	21.28
Post-doctoral fellow	15	4.79	13	5.0	38	3.9
Visiting fellow	1	0.32	0	0.0	21	2.15
Senior tutor	6	1.92	6	2.3	34	3.5
Tutor	7	2.24	5	1.9	32	3.25
Total	313	100.0	258	100.0	973.0	100.0

Returns for the majority of Schools, Faculties and Centres were high. From Table 8 it can be observed that approximately 40% or respondents had been members of staff at the ANU for more than 10 years.

TABLE 8: Total number of years as a member of staff at the ANU

Years	No.	%	Cumul.Freq.(%)
Less than 1	28	10.9	10.9
1-5	80	31.3	42.2
6-10	46	18.0	60.2
More than 10	102	39.8	100.0
Total	256	100.0	

Mode More than 10

Valid cases 256 Missing cases 1

3.3 Library usage

3.3.1 The University Library system

The range and type of libraries used by respondents during the survey's three month reference period are shown below.

TABLE 9: Use of specific library buildings

	Undergraduates		Postgraduates		Academics	
	No.	%	No.	%	No.	%
J.B. Chifley	232	88.9	146	73.0	147	57.0
R.G. Menzies	110	42.1	108	54.0	125	48.4
Life Sciences	65	24.9	67	33.5	102	39.5
Law	54	20.7	28	14.0	25	9.7
Geology	8	3.1	9	4.5	12	4.7
Medical Sciences	7	2.7	36	18.0	70	27.1
Earth Sciences	3	1.1	17	8.5	26	10.1
Physical Sciences	6	2.3	28	14.0	62	24.0
Chemistry	7	2.7	13	6.5	33	12.8
Astronomy	0	0.0	6	3.0	6	2.3
Library Store (A.D. Hope Basement)	10	3.8	22	11.0	20	7.8
I seldom or never use the Library	9	3.4	5	2.5	1	0.4

The J.B. Chifley Building had the highest level of use in all categories: 88.9% undergraduates, 73% postgraduates and 57% of academic staff. The next most frequently used were the R.G. Menzies Building and the Life Sciences Library respectively. Other libraries in the system varied in the level of use depending on the category of user (e.g. compare the use of the Law and Medical Sciences libraries). Each of the science branch libraries was used by less than 5% of undergraduates and between 3% (Astronomy) and 18% (Medical Sciences) of postgraduates.

The pattern of usage shown above provides confirmation for the Library's policy of distinguishing between the three main Library buildings and the branch libraries. The questionnaire also established that the majority of academic staff used the Library personally. However, just over 15% (32) used the services of an intermediary such as a research assistant or secretary to access the system. This information was seen as relevant when examining satisfaction rates with the Library for this group.

3.3.2 Total number of Library system buildings used

Undergraduates

The majority of undergraduates concentrated their library use to 1 or 2 buildings. Of the 6 who were coded as zero most were studying part-time and 2 indicated that they made use of other collections outside the Library system.

TABLE 10: Total undergraduate library system usage

Number	No.	%	Cumul.Freq.(%)
0*	6	2.3	2.3
1	83	31.8	34.1
2	119	45.6	79.7
3	36	15.8	93.5
4	12	4.6	98.1
5	5	1.9	100.0
Total	261	100.0	

Mean 1.92 Mode 2.0 Median 1.84 Variance 0.90 Std dev 0.95

* after examining the original returns, those respondents who checked "I seldom or never use the Library" were coded as 0.

Postgraduates

As with undergraduates, those postgraduates who indicated no use of the ANU Library system were primarily part-time students five of whom used outside libraries. The range of libraries used by postgraduates was between 0 and 8, with 20.5% using one building, 36.5% using 2 and 20.5% using 3.

TABLE 11: Total postgraduate Library system usage

Number	No.	%	Cumul.Freq.(%)
0*	8	4.0	4.0
1	41	20.5	24.5
2	73	36.5	61.0
3	41	20.5	81.5
4	24	12.0	93.5
5	8	4.0	97.5
6	2	1.0	98.5
7	2	1.0	99.5
8	1	0.5	100.0

Mean 2.4 Mode 2.0 Median 2.1 Variance 1.84 Std dev 1.35

* after examining the original returns, those respondents who checked "I seldom or never use the Library" were coded as 0.

Academic staff

Only one academic had not used the Library system during the reference period and this was due to lecturing commitments at another Australian university. Most academics used between 1 and 3 libraries (84.1%) - the range of use was between 0 and 7.

TABLE 12: Total academic Library system usage

Number	No.	%	Cumul.Freq.(%)
0	1	0.4	0.4
1	65	25.2	25.6
2	89	34.5	60.1
3	62	24.0	84.1
4	16	6.2	90.3
5	17	6.6	96.9
6	6	2.3	99.2
7	2	0.8	100.0
Total	258	100.0	

Mean 2.4 Mode 2.0 Median 2.2 Variance 1.7 Std dev 1.3

3.3.3 Use of independent departmental collections

Of particular interest in the survey was the identification of use of departmental collections within the University (i.e. those not supported by University Library funds or operated by University Library staff). During 1979 a study had been carried out to determine the nature and extent of such collections on campus. The findings of this investigation indicated that one of the main functions of these collections was to provide alternative information sources for undergraduate students. However, the current survey suggests that use is greatest amongst postgraduate students and academic staff. 24.5% of undergraduates used a total of 29 departmental libraries during the reference period, 41.5% of postgraduate students used 46 and 45.7%

of academic staff used 45.

3.3.4 Use of libraries outside the University

The main external collection used was the National Library of Australia (NLA) (see Table 13). Further analysis of the undergraduate responses indicated that more than 60% of those who used this library were enrolled in an Arts degree while only 15% were studying science. The majority of respondents used only one public/government library. Those listed included various commonwealth government departmental collections, public libraries, other university and college libraries as well as collections interstate.

TABLE 13: Use of external libraries

Library	Undergraduates No.	%	Postgraduates No.	%	Academics No.	%
National Library of Australia (NLA)	92	35.2	64	32.0	81	31.4
CSIRO	8	3.1	24	12.0	26	10.1
Other public/ government libraries	59	22.6	51	25.0	36	14.0

3.3.5 Total number of all libraries used

The total library usage of each group during the reference period is given below. "0" indicates that the respondent seldom or never uses the ANU Library system and did not use a departmental collection or any other referred to in the questionnaire.

TABLE 14: Total library usage

Use	Undergraduates No.	%	Cumul. Freq.(%)	Postgraduates No.	%	Cumul. Freq.(%)	Academic staff No.	%	Cumul. Freq.(%)
0	4	1.5	1.5	2	1.0	1.0	1	0.4	0.4
1	44	16.9	18.4	20	10.0	11.0	31	12.0	12.4
2	64	24.5	42.9	33	16.5	27.5	53	20.5	32.9
3	74	28.4	71.3	56	28.0	55.5	60	23.3	56.2
4	46	17.6	88.9	41	20.5	76.0	56	21.7	77.9
5+	29	11.1	100.0	48	24.0	100.0	57	22.1	100.0
	261	100.0		200	100.0		258	100.0	

The range for undergraduates, postgraduates and academics was 0-7, 0-10 and 0-10 respectively. Further analysis of the data showed that at least 60% of respondents concentrated their use during the reference period to the ANU Library system only or to this system plus one other external collection (see Table 15).

TABLE 15: Main library use

	ANU Library only No.	%	ANU Library + one external No.	%
undergraduates	99	37.9	103	39.5
postgraduates	53	26.5	86	43.0
academic staff	87	33.9	102	39.5

No statistically significant relationship could be established between use of the ANU Library system and use of other collections for any of the groups.

4. USE OF SPECIFIC LIBRARY MATERIALS, SERVICES AND FACILITIES

In this section of the questionnaire respondents were asked about their use of and views towards the subject catalogue, their reasons

for using the services of the readers' advisers and reference librarians and their preferences for the types of material which could potentially be microformed. The questionnaire did not have an exhaustive checklist of all library operations for respondents to comment on but rather concentrated on those areas which could produce data of more immediate management value. However, opportunity was provided later in the questionnaire for respondents to give additional information on any other aspects considered important. As an extensive study was carried out by the Library during 1980-1981 on the online information retrieval service, a specific question on this aspect of the system's operations was seen as unnecessary.[21]

4.1 The subject catalogue

4.1.1 Background to the ANU Library catalogue

The Library catalogue is divided into card for older material and microfiche for more recent acquisitions. The only complete card union catalogue is in the R.G. Menzies Building. Since 1976 new material has been progressively catalogued to computer output microfiche (COM). This conversion was completed in January 1982 with the exception of works in Chinese, Japanese and Korean which are now held in a separate catalogue in the Asian Studies Division.

In the process of automating the catalogue, the Library has experienced a substantial increase in its backlog. For example in 1980 all fiche records had to be converted to conform with the Anglo-American Cataloguing Rules (AACR)2. Similar editing was required in 1981 for Machine Readable Cataloguing Records (MARC) from the NLA,

most of which were still in AACR1 format. The result of such backlogs has been an increase in demand from Library users for RUSH cataloguing of material.

Until 1981, information concerning books on order was only available in the various card catalogues. There was no indication when a book was actually received. However, author/title listings on paper slips (prior to October 1980) and in microfiche now exist for material on order and received but not yet catalogued. In relation to specific libraries, there is a union author/title card catalogue in the J.B. Chifley Building but not a union subject catalogue. The other libraries merely maintain card catalogues for their own material together with a microfiche catalogue which is a union list.

4.1.2 The effect of cataloguing automation on the user

In locating information in the Library the user is confronted by the following:

- Two types of catalogue - fiche and card.
- Two sets of cataloguing rules, (card - AACR1; fiche - AACR2). This means, for example, that different editions of the same book could be under two different entries - AACR1 under editor, AACR2 under title. An anomaly of the ANU Library system is also that very few title entries exist in the card catalogue.
- The catalogue is updated only every 6-8 weeks and therefore any movement in material during this period to other buildings for example, will not be reflected. Also books on the 'new book shelf' might not enter the catalogue for 2 months.

- From the receipt of an item in the Library it takes on average ten months for individual monographs (outside the backlog) to be catalogued. This situation is also compounded as only surface mail is used for sending the majority of monograph material to the Library.
- About 8000 volumes of Western language material purchased in 1977 and 1978 and most books purchased in 1981 are still to be catalogued. There is also a substantial backlog of Chinese books.
- At present the user is required to look in three catalogues and an on-order fiche to find material.
- As a result of larger backlogs and easier access to on-order information, an increasing amount of material is requested for RUSH cataloguing.

Given the above characteristics of the ANU Library's catalogue, many of the difficulties expressed by respondents in using the subject catalogue were not unanticipated.

4.1.3 Usefulness of the subject catalogue

The majority of respondents indicated that they found the subject catalogue useful for their work (85% undergraduates, 70% post-graduates and academic staff).

The main reasons why some respondents did not find this facility useful were because:

Undergraduates

- Reading lists were supplied by lecturers; shelf browsing was normally used to locate material; some courses (such as languages) did not require library books; interdisciplinary material was poorly indexed; the catalogue lacked sufficient detail and was not complete, and the division between card and fiche made it too time consuming to use.

Postgraduates

- Material was located through the author/title catalogue; for some students journals were the main material used; the catalogue was not comprehensive and lacked sufficient detail in specialist areas; entries were not kept up-to-date and cross-referencing was inadequate.

Academic staff

- Provided similar comments to those of postgraduate respondents.

Some of the comments made included the following:

- *If the subject is a general one, there are too many references, if it is a specific subject, the chances are there will be no index card.*
- *Rarely need to look under subject catalogue, and when I do, I try to exhaust all other alternatives as I find this catalogue not specific enough, not comprehensive but capriciously selective.*
- *My area of study/research is medieval French literature, and I have found that the subject catalogue provided insufficient detail for this type of research.*
- *I don't use it - I have no cause to use it. I know my research area well and if I need to know something outside of that I ask others.*
- *I mainly use periodicals so that the subject catalogue is not of much use - if I do want a book, I usually prefer to browse in the appropriate area.*
- *Microfiche is (a) behind acquisitions (b) incomplete and (c) limited to one person at a time.*
- *Far too complicated with different catalogues and different systems.*
- *It is not adequately catalogued and nor could it be by a non-chemist.*
- *For law purposes it could be greatly improved.*
- *Grossly inadequate in linguistics.*

4.2 Assistance sought from reader services staff

While it is difficult to exhaustively define the full range of functions performed by these staff the following were identified as some of the more obvious areas where respondents might request assistance.

Undergraduates

Assistance was mainly sought by undergraduates for locating journals and in using such facilities as the Short Loan collection and audiovisual equipment. Such responses suggest that students are directing queries to the reader services section that could be answered by non-professional staff. The wording of the first option could, however, have caused some confusion as from Library records a response rate of at least 33% was expected. Approximately a third of respondents appear not to consult these staff. Table 16 suggests that the full range of services currently provided is being underutilised.

Postgraduates

Postgraduates primarily seek assistance for interlibrary loan queries and advice on the location of journals. Few have used the reader services staff for class instruction in specific subject areas. This response, however, was not unexpected as such classes have never been regularly offered to this group. 25% indicated that they did not use these staff. Table 17 indicates that extensive use of reader services is not made by this group.

TABLE 16: Undergraduate use of reader services staff[22]

Service	Count	% of responses	% of cases
class instruction	18	2.5	6.9
interlibrary loans	25	3.5	9.7
indexes and abstracts	81	11.4	31.3
journal location	119	16.7	45.9
catalogue instruction	72	10.1	27.8
location of material outside ANU	33	4.6	12.7
specific research queries	79	11.1	30.5
use of facilities and services	106	14.9	40.9
location of reading list material	86	12.1	33.2
assistance not sought	88	12.4	34.0
other	4	0.6	1.5
Total responses	711	100.0	

Valid cases 259 Missing cases 2

TABLE 17: Postgraduate use of reader services staff[22]

Service	Count	% of responses	% of cases
interlibrary loans	101	20.9	51.5
indexes and abstracts	58	12.0	29.6
journal location	89	18.4	44.4
catalogue instruction	46	9.5	23.5
location of material outside ANU	49	10.1	25.0
specific research queries	49	10.1	25.0
audiovisual facilities	29	6.0	14.5
class instruction	3	0.6	1.5
assistance not sought	50	10.4	25.5
other	9	1.9	4.5
Total responses	483	100.0	

Valid cases 196 Missing cases 2

Academic staff

To provide more meaningful information, respondents were categorised according to their teaching and research obligations.

TABLE 18: Research staff use of reader services[22]

Service	Count	% of responses	% of cases
assist students	11	3.1	7.4
interlibrary loans	92	26.1	61.7
indexes and abstracts	23	6.5	15.4
journal location	66	18.8	44.3
catalogue instruction	20	5.7	13.4
location of material outside ANU	57	16.2	38.3
specific research queries	33	9.4	22.1
audiovisual facilities	5	1.4	3.4
provision of course reading material	2	0.6	1.3
assistance not sought	36	10.2	24.2
other	7	2.0	4.7
Total responses	352	100.0	

Valid cases 149 Missing cases 2

TABLE 19: Teaching/research staff use of reader services[22]

Service	Count	% of responses	% of cases
assist students	45	13.0	42.9
interlibrary loans	61	17.7	58.1
indexes and abstracts	27	7.8	25.7
journal location	45	13.0	42.9
catalogue instruction	20	5.8	19.0
location of material outside ANU	32	9.3	30.5
specific research queries	28	8.1	26.7
audiovisual facilities	24	7.0	22.9
class instruction	36	10.4	34.3
assistance not sought	22	6.4	21.0
other	5	1.4	4.8
Total responses	345	100.0	

Valid cases 105 Missing cases 2

Just over 40% of respondents with teaching commitments as opposed to 7% of researchers use reader services staff to assist their students in their use of the Library. Assistance for all staff is primarily sought for interlibrary loan queries (61.7% research only, 58.1% teaching/research); journal location (just over 40% for both groups) and advice on the location of material outside the ANU (38.3% research only, 30.5% teaching/research).

4.3 Microform

The latter part of the 1970s saw a drastic reduction in the amount of capital funds which could be allocated for additional library buildings and extensions within Australian universities. This has resulted in most of these libraries compressing their holdings into existing buildings and relocating some stock to on-campus or off-campus stores. The costs of such relocation, selection, catalogue changing and transport are widely recognised by the library profession, but less so by the administrative and academic sections of the university. At the ANU, a basement close to one of the Library buildings is progressively being fi ed-out to accommodate up to a quarter of a million volumes. The material currently being stored comes from a wide range of subject collections. When these collections are associated with discrete branch libraries such as Medical Sciences, it has been argued that the acquisition in microform of backsets or current issues of lesser used journals, would be preferable to stock relegation of the hard copy to a geographically remote store. It was based on this concern, as well as a need to ascertain what longterm space savings might be accrued from an increased microform acquisition, that academic staff and postgraduate students were asked to indicate their microform preferences. Table 20 shows the response of these two groups to the question on microform.

TABLE 20: Microform preferences[22]

Material	Postgraduates count	Postgraduates % of responses	Postgraduates % of cases	Academics count	Academics % of responses	Academics % of cases
abstracts and indexes	79	19.9	42.2	99	16.4	39.9
journals prior to 1950	87	21.9	46.5	117	19.3	47.2
journals prior to 1980	16	4.0	8.6	32	5.3	12.9
newspapers and news magazines	127	32.0	67.9	117	29.3	71.4
non-ANU dissertations	82	20.7	43.9	168	27.8	67.7
other	6	1.5	3.2	12	2.0	4.8
Total	397	100.0		605	100.0	
Valid cases	187			Valid cases	248	
Missing cases	13			Missing cases	10	

Newspapers and news magazines were indicated as material which would cause the least inconvenience if microformed. The conversion of non-ANU dissertations was also suggested by academics. Few respondents suggested journals prior to 1980 were appropriate for conversion. Government documents and ANU dissertations were identified as additional material which could potentially be microformed.

It should be noted, however, that to accurately interpret the full significance of the above responses in relation to policy decisions, more information would have to be obtained concerning, for example, the nature of the research or teaching commitments of respondents and

the age and format of the material used in their work. A number of respondents from both groups indicated concern about the type of equipment which would be used for microformed material and several indicated their total dissatisfaction with this medium. Some comments made by respondents are shown below:

- *I don't think it would be a good idea to convert journals that have a lot of figures and plates (e.g. palaeontological journals) to microfilm or microfiche. Xerox reproduction of plates are generally poor.*
- *I would like to say though that I find all microfilm material an unpleasant and time-wasting source of research detail, e.g. I prefer books and journals as they are.*
- *I hate microform of any kind - it drives me batty!! I can't even bring myself to consider the question.*
- *What are the facilities like for photocopying figures etc. from microfilm? Although microfilm is less pleasant to me its advantages in terms of availability, ease of storage are great. Users must, therefore, learn to use modern methods.*
- *I abhor microfilm of all kinds having had to use it extensively; if you must use these materials get only the very best reader machines for readers to work on.*
- *Microform is all very well when one doesn't have to read any great quantity - but if one does it's very bad for the eyes - to say nothing of the spine.*

5. COMMUNICATION OF LIBRARY INFORMATION

Communication between the Library and the University community is essential if the Library is to adequately perform its educative function. For whatever the quality and quantity of services provided by the Library for faculty and students, those services will lack effectiveness if their availability is not made known.

One of the principal means of introducing students to the Library system is through organized tours and while 70% of undergraduate respondents had taken these tours, the usage of this service by postgraduates was limited to a third. However, under current

operations the Library provides this service to postgraduates on an individual rather than a group basis. As part of this interest in establishing effective communication with intended users, respondents were also asked to indicate what media they considered to be the most satisfactory in obtaining information about the Library. The responses to this question are shown below.

Undergraduates

TABLE 21: Effective means of communication[22]

Medium	Count	% of responses	% of cases
library seminars/tutorials	116	19.4	44.8
library information sheets	172	28.8	66.4
departmental library reps.	21	3.5	8.1
personal contact with library staff	161	26.9	62.2
lecturers or tutors	85	14.2	32.8
ANU reporter	15	2.5	5.8
no opinion	14	2.3	5.4
other	14	2.3	5.4
Total	598	100.0	

Valid cases 259 Missing cases 2

The most effective sources of communication cited were library seminars and tutorials, personal contact with Library staff and Library information sheets. Only 5.4% of respondents had no opinion on this issue. Suggestions for other forms of communication included submitting articles to the student newspaper (WORONI) and centralising relevant information into one source such as a Library handbook.

Postgraduates and academic staff

As the options for postgraduates and academics were the same they have been referred to in the one table.

TABLE 22: Effective means of communication[22]

	Postgraduates			Academics		
	count	% of responses	% cases	count	% of responses	% cases
library information sheets	129	39.2	65.2	104	23.6	40.6
ANU Reporter	43	13.1	21.7	60	13.6	23.4
departmental library representatives	15	4.6	7.6	58	13.2	22.7
personal contact with library staff	102	31.0	51.5	162	36.7	63.3
academic and faculty boards	11	3.0	5.6	27	6.1	10.5
no opinion	12	3.6	6.1	19	4.3	7.4
other	37	5.2	8.6	11	2.5	4.3
Total	329	100.0		441	100.0	
Valid cases	198			Valid cases	256	
Missing cases	2			Missing cases	2	

Library information sheets are favoured by 65.2% of postgraduates and 40.6% of academic staff. 63.3% of academics and 51.5% of postgraduates checked personal contact with Library staff. Specific recommendations for other communication media included the use of newsletters such as that of the Research Students Association, tours and demonstrations and information sent to all new members of staff. It was also suggested that some newsletters could be computerised.

6. LIBRARY LIMITATIONS

One of the technical problems faced by the Library is the plethora of closely related user groups on campus. This partly stems from the division of the University into the Institute and the Faculties, but even within the former there are sections of the Institute working in related disciplines but distanced from appropriate concentrations of Library material. Some long term resolution of these issues will need to be achieved based on appropriate consultation and resulting in collection building rationales.

Undergraduates

40% of undergraduates had experienced limitations in their studies because of Library resources (see Table 23).

TABLE 23: Limitations because of Library resources

	No.	%
yes	102	40.0
no	150	58.8
no qualification	3	1.2
Total cases 255	Missing cases 6	

The main limitations were a lack of needed journals and monographs; insufficient multiple copies of needed texts; problems with Short Loan material; problems with the acquisition and cataloguing of recent materials and the lack of primary resources. Other limitations concerned the inclusion of references on course reading lists which were not available in the Library and limited audio-visual material. A slightly higher percentage of part-time (48.9%)

than full-time (36.6%) students indicated limitations and this finding was statistically significant (chi square = 3.21, df = 1, .10 level). This pattern was similar for Honours (50%) and Pass enrolment (38.7%) students but the relationship was not significant. More than 50% of "mature age" respondents commented on problems with Library resources.

Difficulties with Library rules and regulations had also been experienced by approximately a third of respondents. Opening hours, borrowing restrictions (particularly for journals) and regulations governing the use of the Short Loan collection were identified as the main concerns.

TABLE 24: Limitations because of Library rules and regulations

	No.	%
yes	77	34.0
no	150	66.0
Total	227	100.0

Valid cases 227 Missing cases 34

41.7% of part-time as opposed to 30.1% of full-time students had encountered limitations with Library rules and regulations. Examples of some of these limitations are shown below:

- *I find that because I work fulltime, I often need to work late and it would be easier if the library stayed open longer.*
- *Borrowing journals is prohibited and this leads to expensive photocopying costs.*
- *Short Loan is too short.*

Postgraduates

Problems with Library resources were indicated by just under 40% of this group.

TABLE 25: Limitations because of Library resources

	No.	%
yes	74	37.2
no	125	62.8
Total	199	100.0
Valid cases 199	Missing cases 1	

Some of these students expressed concern with the incomplete holdings of some journals and the lack of materials to support research in particular subject areas. Sample comments are provided below:

- *The Library does not hold the relevant books, this is especially true of recent publications.*
- *Various journals are not received by ANU libraries and must be borrowed on interlibrary loan which takes time.*
- *Lack of material relevant to my thesis within Australia and procurement of material from overseas is costly and takes time.*
- *The Library simply does not hold as broad a range of materials as I require.*

A number of respondents commented on delays experienced in obtaining needed material through interlibrary loans. The "disorganisation" of the collection was also identified as a limited factor.

For example:

- *It is often difficult to find information on relevant publications elsewhere, e.g. USA, beyond Author, Title, Date etc. This is partly because I do not know all the resources in the libraries to find the information and, library staff, whilst very helpful, often do not know either.*

- *Books purchased in 1978 are not on the shelves... catalogue system needs a major review - you have to look in three places to see if the book is in the library system.*
- *Holdings of material are often not recent enough for my work. Card catalogue/microfilms are not always kept up to date with library holdings. Many recent Australian books are not held at all.*

Over twenty respondents commented that their theses topics were inadequately supported by the Library's collections. It should be noted, however, that some of these topics were of an esoteric nature.

A chi square test was used to determine whether the frequency of limitations experienced differed if the respondents' postgraduate studies were categorised on a science/non science basis. The obtained chi square was significant at the 0.05 level.

TABLE 26: Postgraduate study limitations crosstabulated by the respondents' research orientation

Limitations	Research orientation		
	Non-Science*	Science**	Total
yes	56	20	76
no	73	50	123
Total	129	70	199

chi square = 4.23, df = 1, significant at the 0.05 level

* ie. social sciences and humanities
** ie. physical and natural sciences

A similar analysis was performed investigating the effects of departmental affiliation on the frequency of limitations experienced. However, the relationship was not significant.

TABLE 27: Postgraduate study limitations crosstabulated by the respondents' departmental affiliation

Limitations	Affiliation: Research Schools	The Faculties	Total
yes	23	53	76
no	48	75	123
Total	71	128	199

chi square = 1.57, df = 1

Thus, the indication is that the Library supports postgraduate research better for students enrolled in the physical and natural sciences than for those enrolled in the social sciences and humanities.

Academic staff

The questionnaire examined both the research and teaching responsibility of respondents when identifying any limitations which had been experienced.

Research/Teaching

The majority of teaching staff had used the Library's resources in preparing their 1981 courses (see Table 28).

TABLE 28: Use of Library's resources for teaching purposes

	No.	%
yes	102	85.0
no	18	15.0
Total	120	100.0

Valid cases 120 Missing cases 1

However, 15% commented that the Library did not hold the relevant material for their courses. As a result many used their personal collections for teaching purposes, for example:

- *Books on my subject are not available, unfortunately my personal library has become a lending library.*
- *Most of the material I wish to direct attention to is in my personal collection.*
- *Most of the relevant material is journal articles, of which I possess xeroxed copies.*

Overall, assignments had had to be restricted by 33 (25%) of teaching staff due to inadequate library resources. The main limitations were insufficient multiple copies of course texts; the time taken to catalogue library material; the lack of required material and problems with the Short Loan collection. Some of these comments are shown below:

- *Lack of high-use material, particularly multiple copies of assigned works.*
- *Absence of multiple copies of certain books and books relevant to courses being allocated to other libraries, some inconvenient for undergraduates.*
- *Some of the material we would like students to consider has been published so recently that it has not yet arrived in the Library.*
- *Thought provoking assignments have to be abandoned because of the lack of proper material.*
- *To get books into Short Loan takes quite a long time if proper channels are followed.*

Improvements in the current audiovisual collection were also recommended by some staff.

Although 25% of teaching staff had indicated limitations, these were not evenly distributed between disciplines. Among non-science teaching staff 28 (33%) indicated limitations whereas only 5 (11%) of

science staff were affected. This was statistically significant at the 0.05 level. (see Table 29).

TABLE 29: Teaching limitations crosstabulated by the respondents' research/teaching orientation

Teaching limitations	Research/teaching orientation		
	Non-Science*	Science**	Total
yes	28	5	33
no	57	40	97
Total	85	45	130

The obtained chi square = 6.29, df = 1, significant at the 0.05 level

* ie. social sciences and humanities
** ie. physical and natural sciences

Research

During the past 5 years just over 30% of respondents' research had been limited in some way by the Library. These limitations included the location of material in the same subject area in different library buildings; delays in obtaining needed material (particularly recent publications); poor collection development in some research areas; lack of working papers; incomplete journal holdings and time lags in obtaining materials on interlibrary loan. Some sample comments are listed below:

- *The Computer Science collection is not comprehensive and the main body of the collection is physically far removed from the Department (the latter is a major restriction)*
- *The Pacific collection is too scattered for ready use; and comparative studies are prevented by the shelving system.*
- *Slow procurement of new books.*

- *Delay between publication of journals and receipt by library, ie. all journals from overseas should come airfreight or airmail.*
- *Cannot understand subscribing some journals through sea mail also long delays have been experienced when ordering new books.*
- *There has been an excessive lag time between ordering a book and its appearance on the shelves.*
- *Incomplete coverage of overseas information, e.g. US, Japan; some relevant journals not available or discontinued.*
- *Material unavailable (within Australia) although advice on possible alternative sources was given.*
- *Official publications from Pacific Island countries are difficult to obtain - collection is patchy.*
- *Journals not held, or issues lost/not available/have not yet arrived.*
- *Refusal to order new journals without striking an old one from the list.*

24 respondents indicated that the Library was unable to support their current research. 81 (32%) of respondents had experienced limitations in their research over the past five years because of Library resources. Of the non-science staff, 49 (39%) were affected and of the science staff 32 (25%). However, the differences in the extent of limitations between the two disciplines was not as marked as for teaching staff (see Table 30).

TABLE 30: Research limitations crosstabulated by the respondents' research orientation

Research limitations	Research orientation		
	Non-Science*	Science**	Total
yes	49	32	81
no	78	95	173
Total	127	127	254

The obtained chi square = 4.64, df = 1, significant at the 0.05 level

* ie. social sciences and humanities
** ie. physical and natural sciences

7. SATISFACTION LEVELS WITH THE LIBRARY

Despite the limitations identified above the majority of respondents are clearly satisfied with the Library support currently being received (see Table 31).

TABLE 31: Satisfaction with Library

	Undergraduates		Postgraduates		Academic staff			
					Teaching		Research	
	No.	%	No.	%	No.	%	No.	%
yes	219	85.5	166	85.6	96	78.0	213	85.5
no	28	11.0	21	10.8	20	16.3	31	12.5
yes (qualification)	9	3.5	7	3.6	7	5.7	5	2.0
	256	100.0	194	100.0	123	100.0	249	100.0
	Missing cases 5		Missing cases 6		Missing cases 3		Missing cases 9	

Undergraduates

Areas of concern for the approximate 10% of unsatisfied respondents were borrowing restrictions (particularly of journals), cataloguing difficulties and audiovisual material. Several students suggested that Library staff were too formal e.g.

- *I think the Library staff are often too foreboding and intimidating. They should smile more often.*

Postgraduates

A perceived failure of the Library to provide needed books and journals quickly enough; delays in interlibrary loans; inconsistencies in cataloguing and shelving and limited opening hours were cited as the main reasons for dissatisfaction.

Academic staff - Research/teaching staff

The same sorts of problems mentioned in other parts of the questionnaire were repeated in this section. Dissatisfaction primarily concerned the lack of multiple copies of texts, particularly in view of recent copyright restriction on photocopying; delays in Short Loan; inadequate collection development in some subject areas; space problems; the attitude of Library staff to teaching requirements and the level of support for the audiovisual section.

Academic staff - Research staff

The majority of these staff expressed a high level of satisfaction with the Library. Those who were unsatisfied commented on the poor collection development in some specialities; delays in obtaining needed material; a lack of more recent holdings and decentralisation problems.

No statistically significant relationship was established between the number of years respondents had spent at the ANU and satisfaction with the Library. It is noticeable that of the unsatisfied academic staff, 6 relied on intermediaries to obtain their Library materials.

8. OTHER FACTORS RELATING TO USE OF THE LIBRARY

The survey also attempted to establish whether there were any other areas of the Library system not covered elsewhere in the questionnaire with which respondents had experienced difficulties. 24% of undergraduates, 31% of postgraduates and 30% of academic staff indicated additional problems. These are shown below.

8.1 Additional limitations

Undergraduates

The main difficulties listed were physical problems such as noise levels, heating, the amount of study space and inadequate sign-posting; photocopying provisions, in particular the maintenance of machines and the provision of copiers in each Library building; communications between teaching staff and the Library concerning for example the status of material required for course reading lists; the slowness in processing loans; inaccuracies in reshelving and other problems such as the Short Loan collection, which had been mentioned previously.

Postgraduates

Similar comments were made by this group. They included the inadequacies in the number and maintenance of photocopiers; difficulties with using microform; the cramped conditions in some Library buildings; noise levels; the type of assistance provided by reference librarians; inadequate control over thefts, missing material and the "hoarding" of material; the decentralised nature of the Library system and the rationale for the distribution of the collection between each library. Other problems mentioned earlier were also re-emphasized.

Academic staff

These staff were concerned with having to use more than one library because of the distribution of the collection; problems with using particular Library buildings; the new copyright legislation and space problems. Other difficulties previously mentioned were again restated.

8.2 Additional comments

To complete the questionnaire, respondents were asked to provide any additional comments which they considered would provide a more accurate view of their library usage. 40% of undergraduates, 45% of postgraduates and 34% of academic staff listed additional points.

Undergraduates

In general these students listed personal circumstances in explaining their use of the Library. For example:

- *I usually only use the library for personal reading and studying. The only books I have taken out were on the "new books" rack.*
- *Being mainly a maths/computer science student, I did not use the library facilities much until this year.*

Issues commented on previously were re-emphasised. Several students referred to audiovisual materials and facilities:

- *This year I am studying a language. The only thing provided by a library that could be useful is the tapes for that language. I have already bought the tapes and all textbooks required. However, there are many language students who cannot buy the tapes and many have trouble getting textbooks. It is very important for the library to make the tapes available.*
- *Audio-visual and cassette equipment all too often are malfunctioning.*
- *The audio tapes of lectures are often not in, of a very poor quality or take a very long time to reach the shelves. Please could you do something about the quality of taping and secondly the time between lectures and reaching the library, e.g. Friday 9 am not in by Saturday pm.*

General support for the Library was provided by a number of students. Recommendations concerning how particular facilities or services could be improved were also given.

Postgraduates

A number of these students acknowledged budget cutbacks as limiting the extent to which the Library could support their work. Some respondents pointed out that their lack of familiarity with what the Library could provide resulted from a lack of personal attention to this concern rather than from any problem with the Library system itself. Comments on difficulties with using specific Library buildings or collections (such as the Library store) were also made. Criticisms were directed at the decentralization of the Library system. Some students indicated difficulties with receiving appropriate supervision and support for their research from their departments. A number provided a general endorsement of Library staff.

Academic staff

Of particular concern to some staff was the location and fragmentation of library materials and facilities (especially the catalogue) on campus. Problems with specific collections and buildings were also identified. Emphasis was placed on the need to reduce the time taken to receive new journals. Appreciation for the support received from some Library staff was noted by a number of staff.

9. SUMMARY AND CONCLUSIONS

9.1 Library use

During the three month reference period, most respondents did not use more than three ANU Library collections. The Chifley and

Menzies Buildings and the Life Sciences Library were the most frequently used by all groups.

For historical reasons, as outlined previously, the Library system is extensively decentralised. Nonetheless, all the collections form part of one library system and no one part "belongs" to an immediate group of users. It is apparent, however, from the survey data that this fact is not clear to a number of respondents. Some appear not to realise that the collections of the R.G. Menzies Building, for example, are open to all undergraduates as are the libraries housed in the various Research Schools.

Use of departmental collections outside the ANU Library system ranged from 25% for undergraduates to 41.5% and 45.7% for postgraduates and academic staff. Undergraduates limited their use to a much smaller number of these collections than did the other two groups. As some holdings are quite significant their accessibility to all persons entitled to use the main Library system is of some concern.

At least a third of all groups used the NLA, which is situated some three kilometres from the ANU. In terms of the comments made in other sections of the survey the extent of the NLA's collection is probably one of the main reasons for its use. Therefore, the policies of this library with regard to collection building, opening hours etc, will be of increasing concern to the ANU in the future.

While a proportion of each group used outside government/public collections other than the NLA more than 50% of respondents restricted their use during the reference period to the ANU Library system.

9.2 Use of specific Library facilities and services

9.2.1 The subject catalogue

Approximately 70% of postgraduates and academics and most undergraduates found the subject catalogue useful for their work. These rates were greater than expected and consequently may influence the Library's decisions on subject cataloguing in the future. Criticisms of the catalogue included the lack of detail in particular subject areas; inadequate cross-referencing; subject categories not being comprehensive enough; the division between microfiche and microform and entries not being sufficiently up-to-date. A number of respondents commented that they did not need to use the subject catalogue either because they were sufficiently familiar with the available literature or because they used the author/title entry to obtain material from the Library.

Clearly the Library needs to direct more effort to cataloguing both as a technical and communications problem. In relation to the latter, reader services staff could be more actively involved in, for example, teaching users the proper sequence for locating information in the catalogue and creating an awareness of the time it takes to receive and catalogue items sent by surface mail from overseas.

In the context of some of the major limitations of the catalogue identified by respondents it is useful to note the following:

- Crossreferencing by ANU cataloguers is very extensive and should be sufficient within individual catalogues. When the fiche catalogue was converted from AACR1 to AACR2 references were made in the fiche from the old heading to the new. However, there were insufficient staff available to make references back to the entries in the card catalogue or to make references forward to the fiche in the card catalogue. This will remain a long-term problem.

- Subject catalogue headings.

  Complaints were made that subject headings were not specific enough, not up to date, inappropriate, etc. This is a general problem among academic libraries.

- In common with virtually all major libraries, the ANU uses the Library of Congress subject headings, as these are a *defacto* standard and are supplied on purchased machine readable cataloguing information produced by the US Library of Congress, the NLA or the British Library. Very substantial economies are achieved by purchasing cataloguing information from these bodies.

- Lack of, or out of date journal listings.

  Journals were not placed on the computer catalogue before December 1981 because of the absence of a MARC format for serials. Serials lists are extremely difficult to keep up to date manually. A serials list will be created in 1982 and future lists can be obtained once serial records are in the computer.

- Short Loan.

  Present editing procedures make it impractical to flag material in Short Loan.

The ultimate solution to many of the technical problems cited is an online catalogue which contains not only all catalogue entries but also books on order, and books received but not yet catalogued. An online catalogue would not be run on a batch system and therefore the book and catalogue entry would appear simultaneously. Such a facility would not be available at the ANU for several years. However, the Library is presently examining ways of combining the fiche and

card catalogues into one catalogue, although this will not alter the existing problem of having two separate entry points for AACR1 and AACR2.

9.2.2 Microform

Newspapers and news magazines were indicated as the material which would cause least inconvenience if microformed. Few respondents wanted journals prior to 1980 converted to this medium. Government documents and ANU theses were suggested as further categories the Library might examine in relation to microform.

9.2.3 Reader services staff

Respondents under-utilised the full range of services provided by these staff. Assistance was primarily sought for locating journals and interlibrary loan queries. This raises the question of whether the present deployment of professional staff involves them in too much routine work that could be delegated to clerical staff. It would appear from comments made by both undergraduates and teaching staff that these staff are not seen as active members in the teaching process. It is quite probable that the low visibility of the types of reference services available has resulted in limited demand from respondents for these services.

Many of the comments made indicated a range of misconceptions about the Library and its operations as well as in some instances a lack of confidence and expertise in using the collection. If the Library is to fulfil its educative function reader services staff should be prepared and encouraged to exercise initiative in using more Library

resources to promote available services as well as to provide them consistently and competently.

9.3 Communications media

The majority of respondents considered print media such as information sheets, and personal contact with library staff the most effective means of communication. The survey showed however that a number of breakdowns in the communication process were evident in relation to each group. It is clear that the Library needs to be more active in promoting its information sources to postgraduate students as well as in encouraging teaching staff to consult with reference staff when selecting texts for their courses.

It is interesting to note that while much of the library contact in the sciences is through Departmental or School representatives, (either individually or collectively) this is not seen as a particularly effective communication exercise by academic staff.

9.4 Library limitations

In general the study's findings tend to support the need for close attention to basic services and the importance of maintaining a large collection. With the exception of the communication issue suggestions for improvements were not innovative but focussed primarily on such concerns as the need for more books, longer opening hours etc. While many of the criticisms made were legitimate a number are almost impossible to rectify and many of the minor complaints and frustrations are due to a lack of understanding on the respondent's part, and a failure on the Library's part to promote effective use of its services.

Undergraduates

A number of respondents indicated that their studies had been limited because of Library resources and rules and regulations. These limitations included the shortage of books, and in the case of high use material, the lack of additional copies; slowness of the Library in acquiring recent material; the operations of Short Loan; opening hours of Library buildings particularly the Library Store (A.D. Hope Basement); borrowing restrictions on language tapes and journals. Part-time students appeared to have the most problems with these regulations. Students also felt disadvantaged by having to photocopy articles (which may not have been useful) rather than being able to borrow the journal. Cataloguing problems and physical problems (such as heating, lighting, typing facilities, noise levels, photocopying equipment and space) were also commented on.

Postgraduates

Postgraduate students experienced limitations because of the lack of collection development in specific areas; the lack of primary material; problems with interlibrary loans in providing requested material quickly enough; opening hours - particularly of the Library Store; recent material not being made available when required; cataloguing problems; borrowing regulations (particularly for unbound journals), and the decentralised nature of the Library system, which meant that some respondents had to frequent more than one Library building when the required material was dispersed through several collections.

Physical problems commented on by undergraduates were also indicated by postgraduates. Of some concern to the Library is the incidence (as shown by the survey) of a number of postgraduates whose research needs cannot be supported. In particular, this issue raises a number of questions relating to the selection procedures of candidates and the level of liaison between the Departments or Schools and the Library concerning available support for the candidate's proposed research.

Academic staff

A number of teaching staff have had to restrict assignments because of the lack of relevant library material. Insufficient multiple copies of key texts as well as the location of material in some libraries which were not perceived to be accessible to undergraduates were additional limitations. However, there is cause for concern in the fact that 15% of teaching staff were offering courses in the absence of adequate library support.

A third of academics had been limited in their research in the past 5 years because of such factors as the "fragmentation" of particular subject material through the library system, delays in obtaining required references and inadequate collection development in specific subject areas. Cataloguing problems, interlibrary loans, opening hours and missing material were also cited as areas where teaching staff had experienced difficulties.

9.5 Overall satisfaction of respondents with the ANU Library system

While the survey indicated the existence of certain problem areas

within the Library system in providing the information sources required by the University community the overall satisfaction rate for each group was very high. 85.5% undergraduates, 85.6% post-graduates, 78% of teaching staff and 85.5% of research only staff were satisfied with current Library support for their work.

9.6 Concluding comments

The survey demonstrated that the questionnaire used was an effective tool for providing consistent and specific management information concerning Library operations from the University community. Therefore it is probable that other academic institutions may find the survey design useful for conducting similar evaluations and it is hoped that some may participate in further refining the methodology.

The Review recommendations and the subjective comments made by respondents also highlighted certain management issues such as the need to improve communication between the Library and the University community concerning such collections as Short Loan; the disparity of collections; and the nature of the current reader services programs. In relation to the Short Loan collection it is probable that changes in the methods of teaching and assessment caused by budgetary cuts, shorter courses, more detailed reading lists, increasing use of periodical articles and the growing number of part-time students have accentuated the stresses in this area. Hence there would appear to be a need for the Library to give even more priority to working with academic staff on the problems and issues raised by Short Loan material, particularly as the survey indicated an

apparent lack of knowledge on the part of some respondents concerning the logistics of placing items in this collection.

At the time of preparation of this study for publication the Review Committee's report had only just been released at the ANU and debate from different sections of the University concerning some of the issues raised had only just begun. However, once the full implications of the study have been identified, the Library will be in a better position to determine the maximum benefits, in terms of agreed operations, that can result within a static or declining staff resource.

FOOTNOTES

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19. For a more detailed discussion on the source of survey errors see: Alwin, D. "Making errors in surveys." *Sociological Methods and Research*, 6:131-149, 1977; Sudman, S. *Applied sampling*, Academic Press, New York, 1976.

20. The standard error indicates the extent to which an estimate might have varied by chance because a sample was taken. A 90% confidence interval of $\pm$ 5% indicates that there is about 1 chance in 10 that the obtained estimate will differ by more than 5% from the figures that would have been obtained if all the University community had been surveyed.

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22. The multiple response procedure on which this table is based, provides a mechanism for the analysis of multiple response items, that is, an item in a survey to which the respondent might legitimately make more than one reply.

APPENDIX I

A. Undergraduate student questionnaire

B. Postgraduate student questionnaire

C. Academic staff questionnaire

APPENDIX IA

ANU LIBRARY

Confidential

COMMITTEE OF REVIEW OF THE LIBRARY SYSTEM 1981
Undergraduate Student Questionnaire

Office use only

Please answer all questions

1. Degree enrolled in: ☐☐☐ 3 ☐☐ 5

2. At what level are you studying the above degree?
   ☐ Pass ☐ Honours ☐ 6

3. Are you enrolled:
   (a) ☐ Full-time ☐ Part-time ☐ 7
   (b) ☐ As a mature-age student ☐ Not applicable ☐ 8

4. How many years in total have you been enrolled as a student at this University? ☐☐ 10

5. Which of the following libraries have you used for your work during the past 3 months? (Please tick all appropriate) ☐☐☐☐☐☐ 16 ☐☐☐☐☐☐ 22

   (a) ANU Library System
   - ☐ J.B. Chifley ☐ 23
   - ☐ R.G. Menzies ☐☐☐ 26
   - ☐ Life Sciences ☐☐☐ 29
   - ☐ Law ☐☐☐ 32
   - ☐ Geology
   - ☐ Medical Sciences (JCSMR)
   - ☐ Earth Sciences
   - ☐ Physical Sciences (RSPhysS)
   - ☐ Chemistry (RSChem)
   - ☐ Astronomy (Mt. Stromlo)
   - ☐ A.D. Hope (Library Store)
   - ☐ I seldom or never use the Library

   (b) ☐ Departmental collections within this University, ie. those not supported by University Library funds or operated by University Library staff.
   Please specify
   _____
   _____

   (c) ☐ The National Library of Australia ☐ 33

   (d) ☐ CSIRO ☐ 34

   (e) ☐ Other public/government libraries. Please specify ☐ 35
   _____
   _____

6. Do you find the ANU Library's Subject Catalogue useful for your studies?

☐ Yes ☐ No ☐ 36 ☐ 37

If NO why not?

7. Do you use the services of the readers' advisors or reference librarians for any of the following? (Please tick all appropriate)

- ☐ class instruction in specific subject areas ☐ 38
- ☐ assistance with inter-library loan requests ☐ 39
- ☐ instruction in the use of indexes and abstracts ☐ 40
- ☐ advice on the location of journals ☐ 41
- ☐ instruction in the use of the catalogues ☐ 42
- ☐ advice on location of material outside this University ☐ 43
- ☐ assistance for specific research queries ☐ 44
- ☐ assistance in using facilities and services such as Short Loan, audiovisual equipment and recalling of books ☐ 45
- ☐ location of material on reading lists ☐ 46
- ☐ I seldom or never seek their assistance ☐ 47
- ☐ Other (Please specify) ☐☐ 49

8. What do you consider are the most effective ways of communicating information about the Library to Undergraduate students? (Please tick all appropriate)

- ☐ library seminars/tutorials ☐ 50
- ☐ Library Information Sheets ☐ 51
- ☐ Departmental Library Representatives ☐ 52
- ☐ Personal contact with Library staff ☐ 53
- ☐ Lecturers or tutors ☐ 54
- ☐ ANU Reporter ☐ 55
- ☐ No opinion ☐ 56
- ☐ Other (Please specify) ☐☐ 58

9. Have you ever taken an organized Library tour at ANU?

☐ Yes ☐ No ☐59

10. Have any of your studies at this University been limited

(a) because of Library resources?

☐ Yes ☐ No ☐60

If YES please comment: ☐☐62

(b) because of Library rules and regulations?

☐ Yes ☐ No ☐63

If YES please comment: ☐☐65

11. Are you satisfied with Library support for your undergraduate studies?

☐ Yes ☐ No ☐66

If NO please elaborate: ☐☐68

12. Are there any areas of the Library system not covered above with which you have experienced difficulties?

☐ Yes ☐ No ☐69

If YES please elaborate: ☐☐71

13. Looking back over your responses are there any other comments you would like to make which would provide us with a more accurate view of your use of the Library?

☐ Yes ☐ No ☐72

If YES please elaborate:

APPENDIX IB

ANU LIBRARY

Confidential

COMMITTEE OF REVIEW OF THE LIBRARY SYSTEM 1981
Postgraduate Student Questionnaire

Office use only

Please answer all questions

1. (a) Degree enrolled in:

☐ Ph.D. ☐ Masters (by course work) ☐ Masters (by thesis) ☐ 5

☐ Other (Please specify) _____ ☐ 6

(b) ☐ Full-time ☐ Part-time ☐ 7

(c) Did you start this degree in 1981?

☐ Yes ☐ No ☐ 8

2. How many years in total have you been enrolled as a student of this University? (Include all undergraduate years) ☐☐ 10

3. Department:
School: ☐☐☐ 13

4. Which of the following libraries have you used for your work during the last three months? (Please tick all appropriate) ☐☐☐☐☐☐ 19 ☐☐☐☐☐☐ 25

(a) ANU Library System

☐ J.B. Chifley ☐ 26

☐ R.G. Menzies ☐☐☐ 29

☐ Life Sciences ☐☐☐ 32

☐ Law ☐☐☐ 35

☐ Geology

☐ Medical Sciences (JCSMR)

☐ Earth Sciences

☐ Physical Sciences (RSPhysS)

☐ Chemistry (RSChem)

☐ Astronomy (Mt. Stromlo)

☐ A.D. Hope (Library Store)

☐ I seldom or never use the Library

(b) ☐ Departmental collections within this University ie. those not supported by University Library funds or operated by University Library staff.

Please specify

_____

_____

(c) ☐ The National Library of Australia ☐ 36

(d) ☐ CSIRO ☐ 37

(e) ☐ Other public/government libraries. Please specify ☐ 38

_____

_____

5. Do you find the ANU Library's Subject catalogue useful for your work?

☐ Yes ☐ No ☐ 39 ☐☐ 41

If NO why not?

6. Do you use the services of the readers' advisors or reference librarians for any of the following? (Please tick all appropriate)

- ☐ assistance with inter-library loan requests ☐ 42
- ☐ instruction in the use of indexes and abstracts ☐ 43
- ☐ advice on the location of journals ☐ 44
- ☐ instruction in the use of the catalogues ☐ 45
- ☐ advice on location of material outside this University ☐ 46
- ☐ assistance for specific research queries ☐ 47
- ☐ assistance in using audiovisual facilities ☐ 48
- ☐ class instruction in specific subject areas ☐ 49
- ☐ I seldom or never seek their assistance ☐ 50
- ☐ Other (Please specify) ☐ 51

7. What do you consider are the most effective ways of communicating information about the Library to postgraduate students. (Please tick all appropriate)

- ☐ Library Information Sheets ☐ ANU Reporter ☐☐ 53 ☐☐ 55
- ☐ Departmental Library representatives ☐ Personal contact with Library staff ☐☐ 57 ☐☐ 59
- ☐ Academic and Faculty Boards ☐ No opinion
- ☐ Other (Please specify)

8. Have you ever taken an organized Library tour at ANU?

☐ Yes ☐ No ☐ 60

9. Have you been engaged in any research for your current degree which has been limited by Library resources?

☐ Yes ☐ No ☐ 61 ☐☐ 63

If YES please comment in what way(s):

10. Are you satisfied with Library support for your postgraduate studies?

☐ Yes ☐ No ☐ 64

☐☐ 66

If NO please elaborate:

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11. It is possible that the Library will be taking an increased proportion of its materials in microform. Please indicate which of the following categories would inconvenience you least if converted to microfilm or microfiche?

☐ Abstracts and Indexes ☐ 67

☐ Journals prior to 1950 ☐ 68

☐ Journals prior to 1980 ☐ 69

☐ Newspapers and news magazines ☐ 70

☐ Non-ANU Dissertations ☐ 71

☐ Other (Please specify) ☐☐ 73

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12. Are there any areas of the Library system not covered above with which you have experienced difficulties?

☐ Yes ☐ No ☐ 74

☐☐ 76

If YES please elaborate:

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13. Looking back over your responses are there any other comments you would like to make which would provide us with a more accurate view of your use of the Library?

☐ Yes ☐ No ☐ 77

If YES please elaborate:

APPENDIX IC

ANU LIBRARY

Confidential

COMMITTEE OF REVIEW OF THE LIBRARY SYSTEM 1981
Academic Staff Questionnaire

Office use only

Please answer all questions

1. Position held at ANU: ☐☐☐ 3 ☐☐ 5

2. Department: ☐☐☐ 8
School:

3. How many years in total have you spent as a member of academic staff at this University? ☐ 9

☐ less than 1 ☐ 1-5 ☐ 6-10 ☐ more than 10

4. Which of the following libraries have you used during the last 3 months for your work? (Please tick all appropriate) ☐☐☐☐☐☐ 15 ☐☐☐☐☐☐ 21

(a) ANU Library System

- ☐ J.B. Chifley
- ☐ R.G. Menzies
- ☐ Life Sciences
- ☐ Law
- ☐ Geology
- ☐ Medical Sciences (JCSMR)
- ☐ Earth Sciences
- ☐ Physical Sciences (RSPhysS)
- ☐ Chemistry (RSChem)
- ☐ Astronomy (Mt. Stromlo)
- ☐ A.D. Hope (Library Store)
- ☐ I seldom or never use the Library

(b) ☐ Departmental collections within this University ie. those not supported by University Library funds or operated by University Library staff. ☐ 22 ☐☐☐ 25 ☐☐☐ 28 ☐☐☐ 31

Please specify

_____

_____

(c) ☐ The National Library of Australia ☐ 32

(d) ☐ CSIRO ☐ 33

(e) ☐ Other public/government libraries. Please specify ☐ 34

_____

_____

5. Has the above use of the ANU Library been primarily - ☐ 35

☐ by yourself

☐ through an intermediary such as a research assistant, secretary or student

☐ not applicable

6. Do you find the ANU Library's Subject catalogue useful for your work? ☐ 36 ☐☐ 38

☐ Yes ☐ No

If NO why not?

7. Do you use the services of the readers' advisors or reference librarians for any of the following? (Please tick all appropriate)

- ☐ to assist your students in their use of the library ☐39
- ☐ assistance with inter-library loan requests ☐40
- ☐ instruction in the use of indexes and abstracts ☐41
- ☐ advice on the location of journals ☐42
- ☐ instruction in the use of the catalogues ☐43
- ☐ advice on location of material outside this University ☐44
- ☐ assistance for specific research queries ☐45
- ☐ assistance in using audiovisual facilities ☐46
- ☐ provision of material required for course reading lists ☐47
- ☐ I seldom or never seek their assistance ☐48
- ☐ Other (Please specify) ☐☐50

8. What do you consider are the most effective ways of communicating information about the Library to academic staff? (Please tick all appropriate)

- ☐ Library Information Sheets ☐51
- ☐ Departmental Library representatives ☐52
- ☐ Personal contact with Library staff ☐53
- ☐ ANU Reporter ☐54
- ☐ Academic and Faculty Boards ☐55
- ☐ No opinion ☐56
- ☐ Other (Please specify) ☐☐58

9. Have you used any of the Library's resources in preparing the course(s) you are teaching this year?

☐ Yes ☐ No ☐ Not applicable ☐59

If NO why not? ☐☐61

10. Have you ever had to restrict assignments because of the lack of Library resources?

☐ Yes ☐ No ☐ Not applicable ☐62

If YES please comment in what way(s): ☐☐64

11. Are you satisfied with Library support for your teaching?

☐ Yes ☐ No ☐ Not applicable ☐ 65

☐☐ 67

If NO please elaborate:

12. Have you been engaged in any research at this University in the past 5 years which has been limited by Library resources?

☐ Yes ☐ No ☐ 68

☐☐ 70

If YES please comment in what way(s):

13. Are you satisfied with Library support for your research?

☐ Yes ☐ No ☐ 71

☐☐ 73

If NO please elaborate:

14. It is possible that the Library will be taking an increased proportion of its materials in microform. Please indicate which of the following categories would inconvenience you least if converted to microfilm or microfiche?

☐ Abstracts and Indexes ☐ 74

☐ Journals prior to 1950 ☐ 75

☐ Journals prior to 1980 ☐ 76

☐ Newspapers and news magazines ☐ 77

☐ Non-ANU Dissertations ☐ 78

☐ Other (Please specify) ☐☐ 80

15. Are there any areas of the Library system not covered above with which you have experienced difficulties?

☐ Yes ☐ No ☐ 5

☐☐ 7

If YES please elaborate:

16. Looking back over your responses are there any other comments you would like to make which would provide us with a more accurate view of your use of the Library?

☐ Yes ☐ No ☐ 8

If YES please elaborate: